



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK /
ALBANY, NY 12234

ADULT CAREER AND CONTINUING EDUCATION SERVICES
ADULT EDUCATION PROGRAMS AND POLICY
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December 11, 2018

To: **WIOA, WEP, ALE and EPE Funded Programs**

From: **Robert L. Purga, NYS Director of Adult Education**

Re: **TABE 11 & 12 Accommodations and Guidance**

The New York State Education Department's Adult Education Programs and Policy (AEPP) Office allows its funded adult education programs to offer students with disabling conditions the opportunity to take tests with accommodations.

A reminder that the TABE, as used in NYSED funded adult education programs, is a diagnostic tool designed to identify skill gaps in adult students such that the program can follow an educational plan aimed at increasing the student's skill levels. The TABE test is published by the Data Recognition Corporation (DRC). If a program chooses to use the TABE test as entrance criteria for Career and Technical Education (CTE) courses, it is advised they consult with DRC for further direction on appropriate accommodations. In anticipation of the launch of TABE 11/12 beginning January 1, 2019, NYSED will allow **Category 1 Accommodations** as described below. It is recommended that programs should *not* refer to the procedural requirements set forth for the TASC™ test; this is a separate and distinct process that applies only to the TASC™ test. The TASC™ test is designed and used as a credentialing test so the opportunity for accommodations is vastly different. More information on TABE test accommodations can be found at www.tabetest.com

Category 1 Accommodations

Presentation

- May use visual magnifying equipment
- May use a Large Print edition of the test
- May use audio amplification equipment
- May use markers to maintain place (due to the significant cost of the TABE test booklets, using small sticky notes is recommended as an alternative to markers)

Response

- May mark responses in test book (due to the significant cost of the TABE test booklets, using small sticky notes is recommended as an alternative to marking responses in the test booklet)
- May mark responses on Large Print answer document
- For selected-response items, may indicate responses to a scribe
- May record responses on audiotape (except for constructed-response writing tests)
- For selected-response items, may use sign language to indicate responses providing the program can supply a sign language interpreter
- May use a computer, typewriter, Braille writer, or other machine (e.g., communication board) to respond
- May use a template to maintain place for responding
- May indicate responses with other communication devices (e.g., speech synthesizer)

Setting

- May take the test alone or in a study carrel
- May take the test with a small group or different class

May take the test at home or in a care facility (e.g., hospital) with program staff (only when possible for the program to provide)

May use adaptive furniture

May use special lighting and/or acoustics

Timing/Scheduling

Take more breaks (Note: breaks should not result in extra time for testing or opportunity to study information in a test already begun)

Have flexible scheduling (e.g., time of day, days between sessions), which should not result in extra time for testing or opportunity to study information in a test already begun

Cc: AEPP-Adult Education Regional Staff
RAEN Directors
Rosemary Matt